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ABSTRACT

Based on the theory that learning takes place if the learner is able to relate new knowledge to something already known, the course of study described in this booklet consists of recording stories dictated by individual students and using these stories as a basis for teaching reading and creative writing to students from preschool through adult levels. The first part of the booklet provides an overview of the course, which was developed for use with Belizean students in a Peace Corps program; discusses problems these students had with English verb tenses and cultural aspects of the stories they produced; and describes teaching methods, primarily drawn from the language experience approach, used with the students. The second part of the booklet contains sample lessons, word cards, vocabulary lists and student stories, while the final part contains materials used to teach phonics, vocabulary, word configuration, and story vocabulary in different contexts. (FL)

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Teaching Reading and Creative Writing:

A Language Experience Approach

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TEACHING READING AND CREATIVE WRITING:

A Language Experience Approach

by

Margaret Hart
Comprehensive School
Belmopan, Belize

Peace Corps
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INTRODUCTION

This course of study was developed for five remedial reading classes of secondary school students, and also for remedial reading instruction for one adult. The basic method used here can be adapted for teaching reading and creative writing to students from the infant school level to adulthood. The vocabulary, or thought content of the material, will be relevant to the student because it comes from his own background of experience. He has a personal interest in the message the material conveys. All instruction is based on the theory that learning takes place if the learner is able to relate new knowledge to something he already knows.

The course of study consists of recording stories dictated by individuals, and using these stories as a basis for developing the required skills for reading, and creative writing. To achieve success in literacy programs, I believe that all the reading skills must be developed with scrupulous attention to the value of each one, as a part of the syncronized whole, which is instruction for reading with comprehension, and expressing one's ideas in writing with clarity. To eliminate any of these skills from a reading instructional program, to give less than the necessary amount of instruction and practice to any of them, or to overemphasize some, phonics for example; and exclude, or give insufficient attention to others, is to contribute to the lack of success in the development of literacy programs. Another important consideration in instructional programs in reading, is to allow for realistic time allotments. In a primary grade it is generally estimated that at least twenty-five minutes are necessary for developmental reading instruction for a single group, (most primary classes have three groups), and also time must be allotted daily for a seperate phonics lesson in addition to the phonics skills that are taught as an integral part of each reading lesson. To give due time to the language or creative writing component requires another period daily; so that at least two and three-quarters hours daily is necessary for language arts instruction. Handwriting skills must also be taught daily. Legible handwriting is a basic requirement for a language program. Because the length of a class period at the secondary school level is usually about fifty minutes, it is necessary to spread the teaching of these skills over

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a period of several days.

As is evident from the material that has been used to compose these story books, some basic supplies are essential to make sufficient copies available for student and teacher use. These are: duplicating machine (mimeograph or spirit duplicator), master sheets or stencils, adequate supplies of ink or fluid for the machine, paper in sufficient quantity to produce multiple copies, binding material such as oak tag, cardboard, Bristol board, rubbon, yarn, string or thread, crayons or paints for illustration. (If illustration is not done, much conceptual development is lost). We found, too, that material printed on a spirit duplicator fades in the light. I had the great advantage of having all the machine copying of the material done by an assistant at the Comprehensive School, which gave me much more time, and energy, to devote to the instructional program. He traveled a distance to another school to do this work because a machine is not available here.

Some of the processes described here, for example recognizing the story by each student for individual vocabulary words, would be done in infant school, and primary classes, by the teacher; and during the initial stages of word-matching instruction she would use word cards for matching and fleshing of approximately 3 by 9 inch size for comparing to like words in a large demonstration copy (on oak tag or Bristol board, approximately 18 by 24 inches), of the story the class is working on.

In supplementary work, or reinforcement exercises, more emphasis can be placed on the development of specific skills in individualized instruction which is adapted to the particular learning style of each student. The development of apparatus for this kind of thing requires much planning and time. As the instructional program develops, a skills checklist should be designed, also, to test periodically the development of each skill in each student.

For adequate phonics instruction there should be at least one word in the stories' vocabulary beginning with one of each of the letters of the alphabet. Keep this in mind, and elicit words in story context that would not be likely occur otherwise, for example, quiet, zipper, xylophone. Words in English beginning with x are rare; it seems better to use words ending with x for this exercise.

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The teaching of phonics starts with the first story, and develops in this way, as an integral part of each daily reading lesson.

Word configuration skills, and the use of story vocabulary in a different context by students, is an integral part of each reading lesson also.

Using stories' vocabulary in sentences composed by students offers the opportunity not only for developing creative writing, but reinforcing good patterns of English usage; tenses of verbs, punctuation, styles of writing.

A good foundation in phonics is necessary to read well. To spell well also depends on knowledge of phonics, and to a degree, on the use of the dictionary.

In the future, when working on this kind of reading instruction, I would plan more carefully to elicit vocabulary in the students stories that would provide a better basis for the phonics instruction. With more foresight, almost every beginning sound and blend could have been included in the stories' vocabulary. That this was not done in this course of study is an obvious weakness.

Tenses of verbs

Generally these Belizean students I work with, because they speak Creole as well as English, or Spanish or an Indian dialect as a first language; tend to use the present tense, almost always, in speaking and writing. For this reason the stories must be used, too, for systematic teaching of the correct forms of the verb, depending on when the action takes place. These students generally use the present tense in English regardless of what time they are speaking about; past, present, future. For this reason much patterning and reinforcement must be done on verb forms. Nevertheless, Belizean Creole incorporates the English language, so that in Belize, English is not taught as a foreign language.

Word configuration

(Student's stories are the source of this vocabulary)

work	with	went	when
care	take	come	
have	help	half	huge
they	take	that	then

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yard	year		
feed	fish	from	farm
good	glad	gets	
story	study	speak	
uncle	under		
drink	drove		
sees	swim		
mother	myself		
like	lets		
bring	break		

Inflected forms

come	comes		
have	had	having	had

Apparatus

The methods and materials used here in developing reading skills can also be expanded for use in individualizing instruction, for reinforcing skills, and for correcting weaknesses, and providing interesting, useful seatwork for students. There are a variety of ways of using word matching, phonics, word configuration, story illustration; either in apparatus or by use of multiple copies. The quality of this material will depend on the ingenuity of the teachers, and their ability to communicate ideas to each other.

Cultural Aspects of Student's Stories

A most important feature of some of these stories of Belizean students is that they relate the learning of skills in the family, and the surroundings, as well as in the school. For example, boys tell of learning farming skills from their fathers, as they tell of learning how to make cement blocks from their fathers, or how they have learned a second or third language from a parent or a friend. Young people have told me of skills that they have, and their processes, such as dressing chickens, baking Creole bread in a drum, making johnny cake, making clothing from a pattern designed and drafted in the home. I did not have the opportunity to record many of these skills

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and their processes, but in my work in the future, I will make it a priority to elicit stories from students which describe skills and their processes that are locally taught; either in the home or the neighborhood, or the district. I would encourage a very explicit description of a method of doing something. For example, if the skill to be related were how to bake Creole bread in a drum, I would ask such questions as: "Where would you get the firewood? How would it have been cut? Where would you get the drum? How would it be prepared for use as an oven? Where would it be best to place this oven? What are the time elements for preparing the fire, baking the bread? What ingredients are needed to make Creole bread? One of the ingredients is coconut milk. How is it made?" Stories prepared in this way develop literacy, and they also record and preserve the local culture.

Many local customs that students have described to me I didn't have time to record. I would encourage students who farm in a milpa, to describe other crops than corn, that they raise in a milpa setting. Why the land is cleared by a slash and burn method, rather than in other ways. Which operations are carried on at a particular time of the year. How they prepare their own seeds for planting. Do they use local fish for fertilizer? Or what fertilizer do they use?

Students talk about how their fathers, in the home, make cassava graters using mahogany, or how their grandmothers cook in an iron pot, in an open fire outside the house. Spanish-speaking Belizeans prepare delicious food from different forms of corn, and Carib Belizeans from such vegetables as cassava. I would take particular interest in helping students put these processes into printed story form.

Reading Aloud to Students

In any instructional program in reading, reading aloud to students regularly, from a wide variety of literature, is most necessary. Belize has a national library system which has been a resource for my work. The Comprehensive School has a library, and I have used literature from there, too.

In a developing country which lacks resources such as these, a teacher

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would possibly be able to assemble her own library of literature from such sources as A.I.D., the O.A.S., C.A.R.E., and other organizations whose purpose is international development. The Darien Book Aid Plan of Darien, Connecticut has been most generous in providing me with a very choice selection of children's literature; both in English, and Spanish. Although English is the official language of Belize, in many homes here Spanish is the first language.

Handwriting

Manuscript and cursive handwriting was reinforced with these students, by taking a seperate lesson daily, on each letter of the alphabet. As in all the other components of this course of study, the stories' vocabulary would be used as a basis to teach, or review handwriting skills. (For quick reference use the composite vocabulary list at the end of the collection of Pre Year's stories.)

Workbooks, Word Cards, Vocabulary Lists Compiled By Students

Enclosed are samples, or sample booklets for each area of this course of study:

- stories
- word cards
- vocabulary lists
- phonics
- word configuration
- sentences using stories vocabulary in a different context
- writing lessons

Examples of the workbooks, wordcards, and vocabulary lists for only the Pre Year class have been included here. However, all of these components were developed with each of the other four classes, and with the one adult student, throughout each course. The development of these components required much student involvement, which was what was intended, so that maximum learning would take place.

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Method of Instruction

1. Have a student dictate an experience. The teacher, as scribe, writes this story on the board, unobtrusively correcting grammatical errors. This story is then printed on a Gestetner mastersheet, and the mastersheet is given to the author to illustrate. Multiple copies are prepared from this on a machine. These copies are distributed to the class. Over a period of time each student will have contributed a story, and will have added it to a book which includes a story from each student in the class.

2. As each story is returned to the class, distribute blocked paper. The vocabulary of the story is copied into separate blocks on this paper. The blocked paper then is cut up into individual word cards and these used to develop the following reading skills:

   1. word matching (recogni-ing word in context)
   2. flash card drill (recognizing words out of context)
   3. placing vocabulary in alphabetical order
   4. phonics skills:
      a. beginning sounds
      b. final sounds
      c. middle sounds
      d. long and short vowel sounds
      e. beginning blends, e.g. - st, ch, fl, br.
      f. sounds formed from ay, ee, igh, etc.
      g. building new words from story vocabulary by replacing initial consonants ex: day way pay hay stay
      h. paradigms, or inflected forms of nouns and verbs
      i. word syllabication
   5. Word configuration (for differentiating words by their shape, if they begin with the same letter, and have the same number of letters; and also for distinguishing paradigms or inflected forms of words.)

      walk walked walking welked

      here help

      face faces

   6. Using stories' vocabulary and language patterns as a basis for creative writing. Student selects a word from a story. With

this he constructs a sentence using the word in a different context than that in which it appeared in the story. Phrases, and sentences, from the stories can be used in the same way.

Phonics

{ The basis of all the phonics lessons is vocabulary from student's stories, or words elicited from students in class, in a frame of reference. }

1. Initial consonants and vowels.

   a b c, c(soft) d e f, gh g,r (soft), g (silent) h, h(silent) i j k, k(silent) l m n o p q r s t u v w x y (as a consonant and a vowel) z

   (Final and middle sounds can be taught using the same procedure. Find necessary words in story vocabulary, or elicit them from students in a frame of reference.)

2. Blends - Letters combined in a sound whose separate constitutents cannot be distinguished. (Teach each of these using a word from stories' vocabulary, or a word elicited from a student in a frame of reference.)

   bl, br
   ch, cl, cr, cy
   dr, dw, dy
   fl, fr
   gh, gl, gr
   ph, pl, pr
   rh
   sh, sl, sm, sn, sp, st, sw
   th, tr, tw, ty
   wh, wr

3. Short vowels combined with consonants to build words of one syllable.

					example:				
ab	eb	ib	ob	ub		cab	web	rib	job	tub
ad	ed	id	od	ud						
ag	eg	ig	og	ug						
am	em	im	om	um						
an	en	in	on	un						
ap	ep	ip	op	up						
at	et	it	ot	ut						
ax	ex	ix	ox	ux						

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4. Long vowels (e at the end rule)

ade	ede	ide	ode	ude	example: made cede hide code rude
age	ege	ige	oge	uge	
ake	eke	ike	oke	uke	
ale	ele	ile	ole	ule	
ame	eme	ime	ome	ume	
ane	ene	ine	one	une	
ape	epe	ipe	ope	upe	
ate	ete	ite	ote	ute	

5. Building words from known words by replacing initial consonant

house	get	race
mouse	let	face
	met	pace
	set	
	net	
	wet	

6. Vowel sounds produced by letter combinations such as:

ay	ee	ie	oe	ue
ai	ea	ye	oe	ew
eigh		igh		
aigh				

examples:	stay	week	tie	boat	Tuesday
	mail	neat	eye	toe	new
	eight		high		
	streight				

After the sounds of the letters of the alphabet are taught, there are an infinite number of ways that they can be combined in phonics exercises. Only a few examples are given here. The important thing is to teach the basic sounds from the stories' vocabulary.

a apples, about, apron (Must teach long a with a word provided in other than story context (apron used here) because a word beginning with long a doesn't occur in stories vocabulary)

b biscuits

c color cinema

d doughnuts

e egg eat

f fast (Must teach ph with a word provided. No ph word occurs in this story vocabulary)

g garden (Must teach soft g with word provided. Perhaps "gentle". Silent with word like gnome.)

h house silent h honest

i if (Must teach long i with word provided in other context, perheps ice or iron.

j Johnny

k Kool-Aid (Must teach silent k with a word like knee)

l lettuce

m mangoes

n nine

o on

p Palestine

q quiet (No q word occurs in story vocabulary. Elicit the word quiet in a sentence)

r rabbits

s sandwiches

t take

u uncle

v vegetable

w want

x xylophone (Doesn't occur in stories vocabulary. Elicit, or offer it in a sentence.)

y year my

z zipper (Doesn't occur in stories vocabulary. Elicit it in a sentence from a student.)

N.B. Check with Bliss Institute Library, or National Library on No. Front St. Belize City to see if they have First 1,000 Words in Children's Reading, so vocabulary can be evaluated for suitability.

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bl blue (Not in stories...)

br brought

ch chicken

cl climb

cr creek

cy cycle (Not in stories...)

dr drove

dwarf (Doesn't occur in stories,..)

dye (Doesn't occur in stories...)

fl (Doesn't occur in stories...)

fr friend

gh ghoul (Doesn't occur in stories...)

gl glad

gr grandmother

ph phone (Doesn't occur in stories...)

pl plowing

pr price (Doesn't occur in stories...)

sh she

sl Slusher

sm small

sn snap (Doesn't occur in stories...)

sp Spanish

st students

sw swim

th then

tr tree

tw two

ty type (Doesn't occur in stories)

wh when

wr write

sch school

str straight (Doesn't occur in stories...)

thr three (Not in stories, but a familiar word to most students.)

Sample phonics lesson for teaching sound of a letter

Teacher tells class she is going to say some words that begin with the same sound as a word in one of the student's stories (for example, garden) and one that does not begin with the same sound. The students are to tell the teacher when they hear the word that did not begin with the same sound as the others.

Teacher says:

garden
game
good
get
governor
give
gum
sign
gate
gold

Students tell her that "sign" did not begin with the same sound as the others.

Teacher then asks students to take turns providing her with words that begin with the same sound as "garden". As the students provide the words they are printed in a column on the board by the teacher.

goat
gun
golf
gold
good
gander
garden

A student can be asked to come to the board and underline the "g" sound with chalk of a contrasting color while the other students say the sound in unison.

This lesson can be copied onto paper by students, and illustrated with objects which represent things which begin with the "g" sound. These copies of individual lessons can be compiled into a notebook by each student. They make a useful reference. The illustrations can be drawn by the students themselves, or cut from magazine illustrations. For reinforcement students should be asked, "What letter spells the sound of "g".

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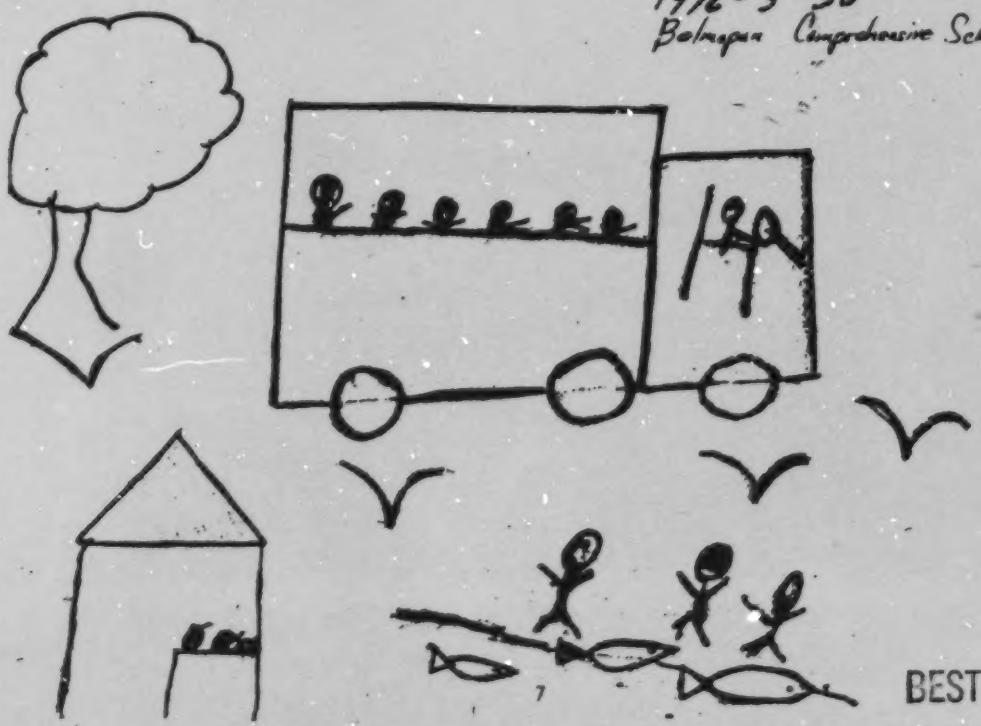
Pre-Year

Nine Miles From Stann Creek

We have a two and one-half month vacation during the Summer. Then my parents let us go to my grandmother's farm. When my grandmother sees us, she hugs us because she is so glad that we have come.

Every day my grandmother takes my sisters Lynn and Beulah, and myself to swim at the river. She gets good things to eat, like mangoes, especially for us. She lets me help by feeding the pigs.

Ian Murillo
1976-3-30
Belmopan Comprehensive School



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Word Cards

Nine	Mile	From
Stann	Creek	We
have	a	two
and	one-half	month
vacation	during	the
Summer	Then	my
parents	let	us
go	to	my
grandmother's	farm	When
my	grandmother	sees
us	she	hugs
us	because	she
is	so	glad
that	we	have

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Word Cards

Come	Every	day
my	grandmother	takes
my	sisters	Lynn
and	Beulah	and
myself	to	swim
at	the	river
She	gets	good
things	to	eat
like	mangoes	especially
for	us	She
lets	me	help
by	feeding	the
pigs	Ian	Murillo
Belmopan	Comprehensive	School

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Vocabulary

Nine Miles From Stann Creek

a
and
at
because
Belmopan
Beulah
by
came
Comprehensive
Creek
day
during
eat
especially
every
farm
feeding
for
From
gets
glad
go
good
grandmother
grandmother's
have
help
hugs
Ian
is
let
lets
like
Lynn
mangoes
me
miles
month
Murillo
my
myself
nine
one-half
parents
pigs
river
school
sees
she
sisters
so
Stann
Summer swimming
takes
that
the
then
things
to
two
us
vacation
we
when

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Belmopan Comprehensive School

I am going to the Belmopan Comprehensive School. We have beautiful teachers. Mrs. Cayetano is one. I like her ways. If we ask her to tell a story she will.

Students learn to cook and sew here. We also have a beautiful library. Mrs Marder has made it so.

The fifth year students are selling sweets to get money for their graduation.

Gay Slusher
1976-3-26
Belmopan Comprehensive School

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Word Cards

Belmopan	Comprehensive	School
I	am	going
to	the	Belmopan
Comprehensive	School	We
have	beautiful	teachers
Mrs.	Cayetano	is
one	I	like
her	ways	If
we	ask	her
to	tell	a
story	she	will
Students	learn	to
cook	and	sew
here	We	also

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Word Cards

library	Mrs	Marder
has	made	it
so	The	fifth
year	students	are
selling	sweets	to
get	money	for
their	graduation	Gay
Slusher		

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Vocabulary List

Belmopan Comprehensive School

a
also
am
and
are
ask
beautiful
Belmopan
Cayetano
Comprehensive
cook
fifth
for
Gay
get
going
graduation
have
has
her
here
I
if
is
it
learn
library
like
made
Marcler
money
Mrs.
one
school
selling
sew
she
Slusher
so
story
students
sweets
teachers
tell
the
their
to
ways
we
will
year

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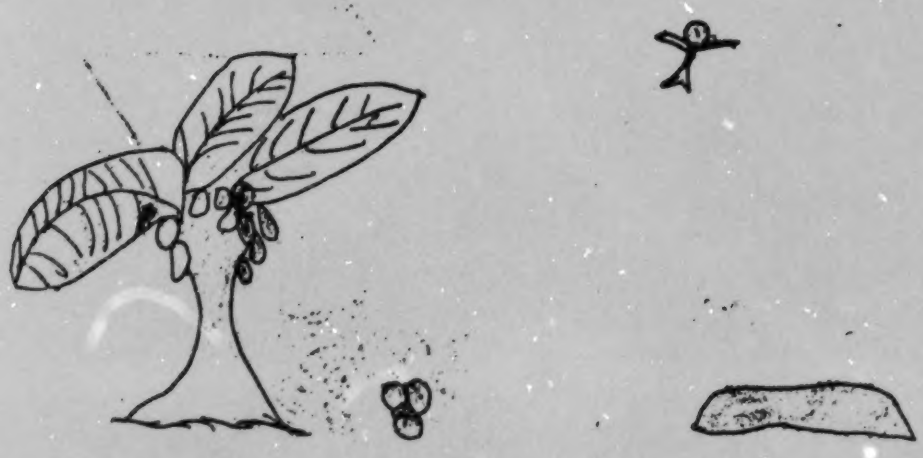
Coconuts and Swimming on Caye Caulker

One day when I was about eight years old my uncle took me to Caye Caulker. We went on a motor boat and took a lunch of egg sandwiches, apples, oranges, soft drinks. When we left the boat we went to our house. I climbed a tree, got some coconut, and had coconut milk to drink After that I went for a swim.

Richard Al.
1976-3-25



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Spanish Lookout, A Mennonite Community

One time I went to Spanish Lookout with my uncle.

We took the car onto the ferry, got out and crossed the river standing on the ferry.

Spanish Lookout is beautiful.

It has lots of houses, cornfields, and vegetable gardens.

I saw a man milking a cow.

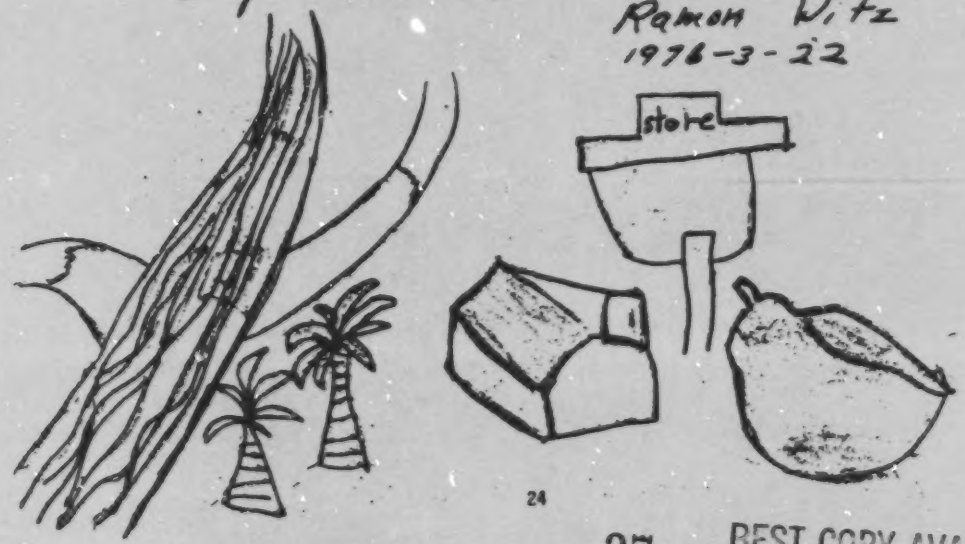
I saw tobacco fields.

Spanish Lookout is a Mennonite Community

It gives good example in farming to Belize.

I enjoy buying in the many shops there.

Ramon Witz
1976-3-22



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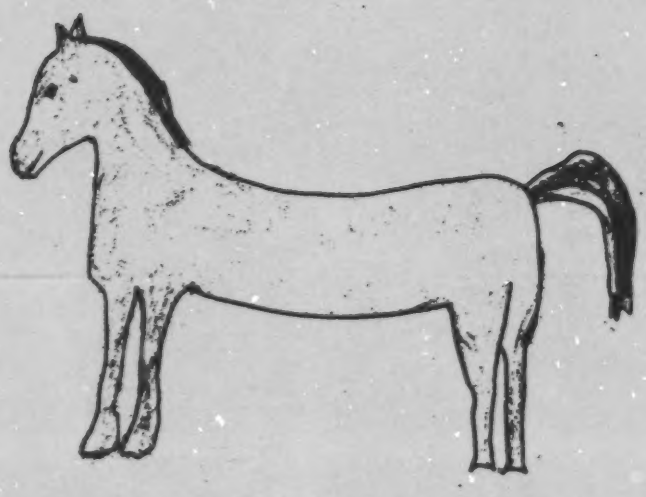
About My Horse

One of my father's friends at a race track in Belize City had a horse. The horse was going to have a colt. My father's friend asked my father if he would like to buy the colt. That is how I got my horse Sharet. She is a tall filly. Her color is brown, and she has a white diamond on her forehead.

Leo Stanley
1976-3-19
Belmopan Comprehensive School



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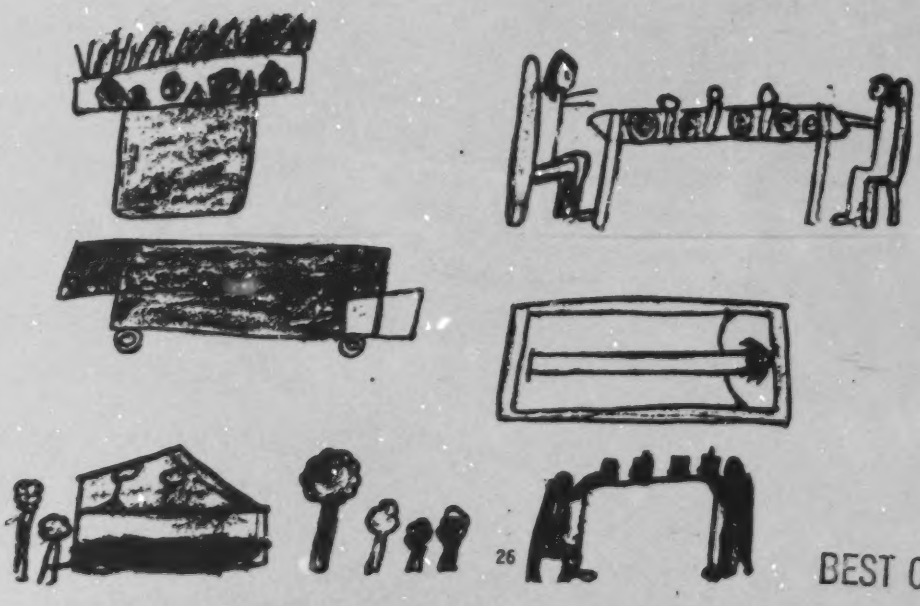
My Work In Belmopan

I work with the Dieterly family.
They help us to get chickens, and rabbits.
In their yard I take care of the garden
On Saturday we go to Belize City to buy feed.
We eat with the Dieterlys.
We have barbecued chicken, doughnuts, cake.
We have Kool-Aid to drink.
I enjoy being with the Dieterlys.

Osbourne Gordon
1976-3-16
Belmopan Comprehensive School



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A Belizean Caye

Often I go to Caye Caulker by boat. Usually my uncle takes our family. Caye Caulker has beautiful beaches, shops, houses a cinema, coconut trees. When I am there I climb trees to get coconuts. We have our lunch on the boat. For lunch we often bring rice and beans, fried fish that we have caught conch and soft drinks.

Beverly Brown
1976-3-12
Belmopan Comprehensive School

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Food

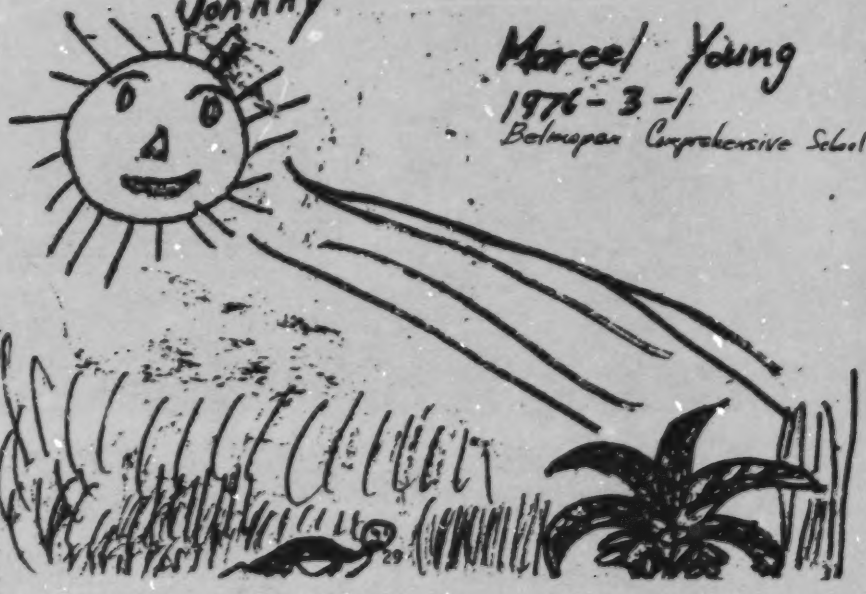
The things I like to eat are cakes, ham sandwiches, biscuits, chow mein, fried fish. I bake very good cake I make chocolate cake and pineapple upside-down cake. I like to make letttuce sandwiches.

Therese Chacon
1976-3-5

BEST COPY AVAILABLE

The Young's River Farm

I work on a farm.
It is on the Belize City road.
I work with the plowing.
I bring in crops such as bananas.
When I have a work break
I ride my horse Little Johnny



Marcel Young
1976-3-1
Belmopan Comprehensive School

BEST COPY AVAILABLE

Belize City to Corozal

One time when I was small, I went to Corozal.
My mother and my uncle took me there in a car.
We brought a lunch of ham sandwiches, oranges and soft drinks.
I liked the trip. We drove fast and stopped at a lot of places.

Edwin Thomas
February 23 1976.
Belmopan Comprehensive School

BEST COPY AVAILABLE

The Rishmawys

In my house we speak Spanish, Arabic and English. My father comes from Palestine. My mother comes from Chetumal. My father speaks to us in Arabic. I want to learn to read and write in Arabic. I want to learn about Arabic history and culture.

David Rishmawy
February 20, 1976.
Belmopan Comprehensive School

Buenos Diez Señor SABAHARIER!

Good Morning Sir Good Morning Sa

BEST COPY AVAILABLE

Composite Vocabulary - All Stories
(313 words)

a
A
about
After
Ali
also
am
and
apples
Arabic
are
as
ask
asked
at
bake
bananas
barbecued
beaches
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beautiful
because
being
Belizean
Belmopan
Boulah
Beverly
biscuits
boat
break
bring
brought
brown
Brown
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buying
by
cake
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Caulker
car
Caye
Cayetano
Chacon
Chetumal
chicken
chickens
clean
City
cinema
climb
climbed
coconut
coconuts
Coconuts
color
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Community
Comprehensive
conch
cook
cornfields
Corozal
cow
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crops

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crossed
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David
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family
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farming
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father
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February
feed
feeding
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pineapple
places
playing
pot
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Richard
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Rishmawy
Rishmawy's
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River
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sandwiches
Saturday
saw
School
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small
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Spanish
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speaks
standing
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stopped
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such
Summer
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write
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xylophone (Not in story vocabulary. Taught in another frame of reference so x sound could be taught in phrases)
yard
year
years
Young
Young's
zipper (Not in story vocabulary. Taught in another frame of reference so z sound could be taught in phrases)

BEST COPY AVAILABLE

First Year

Fishing

Once, in Punta Gorda, my uncle and I went out fishing. When he threw out the net and pulled it in, he was surprised to see so many fish. Among them was a big one we call the barrow. He kept the barrow, and sold the other fish. The barrow made a delicious meal for us.

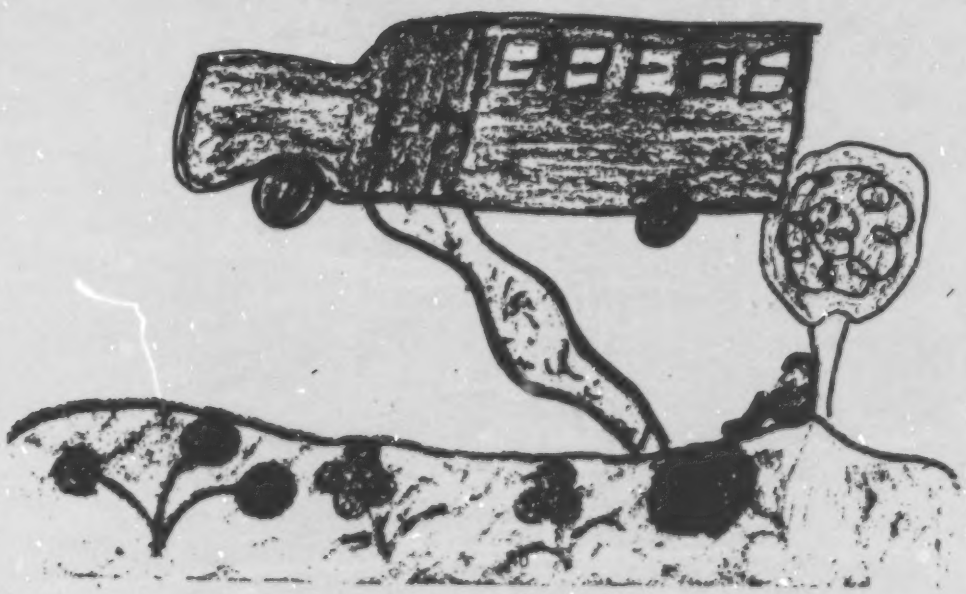
Francis Arana
February 18, 1976
Belmopan Comprehensive School

BEST COPY AVAILABLE

Camping

In Summer we went to a
camp at Carol Farm.
We stayed there one week.
From there we made a day
trip to Altun Ha.
We took a lunch of a
sandwich banana, orange
and Kool Aid.
Before the week was finished
we had a comp fire.

Sharon Watson
1976-3-3
Belmopan Comprehensive School



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Baron Bliss Day

Our class went on a trip to Xunantunich along with First Year One.

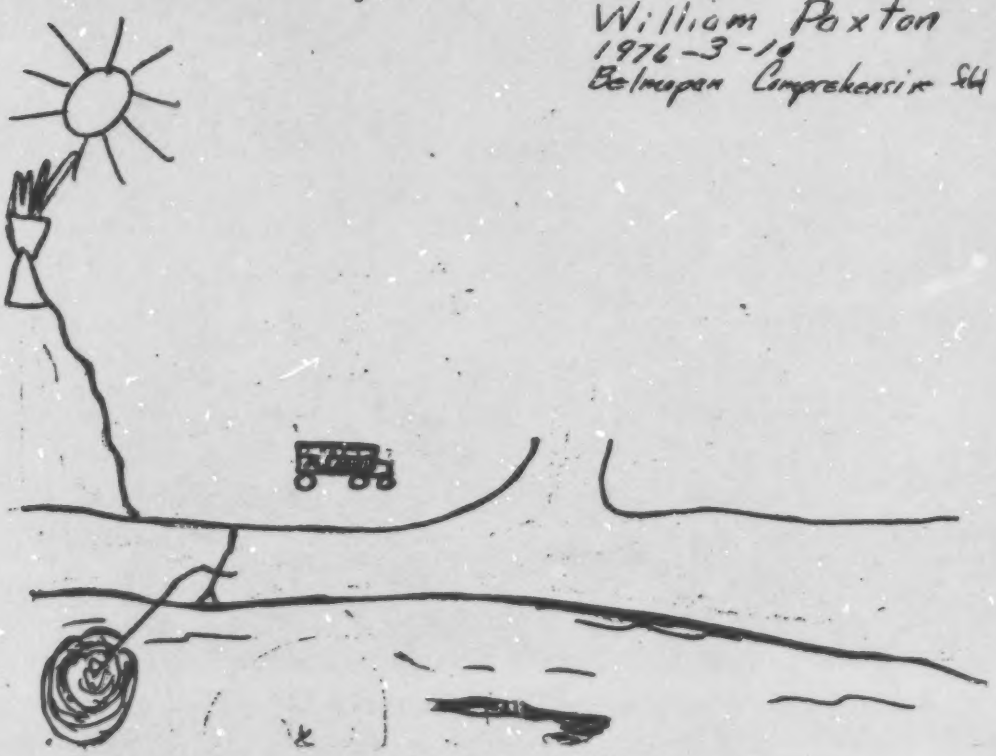
For lunch we had Spam and tomato sandwiches, oranges, potato pane and soft drinks.

Later in the day we went to San Ignacio to swim.

Francis Arana and I went fishing. We caught two fish, a small one and a big one

What a great day!

William Paxton
1976-3-10
Belmopan Comprehensive Sch



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Experience With Horses

This post Summer I went to the Lone Star Farm where my grandfather was working My grandfather is a cattleman on that ranch.

At the ranch I saw a horse that I wanted to put in the Derby Race. My grandfather bought him for me. I put him in the race and he won second place. I now have the horse at a stable at Big Falls Ranch

My grandfather taught me to ride when I was five. I have loved it ever since.

Mark Martinez
1976-3-30
Belmopan Comprehensive School

BEST COPY AVAILABLE

A Belmopan Market Stall

My mother and father have a stall in the Belmopan Market They sell watermelon, bananas, oranges, limes, tomatoes, peppers, cassava, cabbage, Irish potatoes and other ground foods. My mother is a Creole cook. Every day she prepares a different lunch to be served in our stall in the market The meal may be boil-up which is made with pig tail or fish, plantains, yams, coco, cassava, green bananas and flavored with coconut oil. Another day my sister Verna would prepare the meal which would be rice and beans, meat and vegetable salad.

When I am free from school I go to help to serve in our market stall.

Glendonge Usher
1971 - 5 - 12
Belmopan Comprehensive School

BEST COPY AVAILABLE

What a Terrific Day

My brother Telford and I went game hunting in Rancho Dolores. We killed a gibnut and an armadillo. As we went on through the forest we realized we were lost. It was late, and I was getting thirsty. About twelve o'clock we had been passing different hills for some time. I said to myself "I am not only thirsty, but I am getting hungry." At first my brother had been ahead of me leading, then I took the lead. Off and on we missed our road, then found it again in the bush. We had marked our trail by cutting with our machete. We had traveled long when we burst out of the bush somewhere near our house. When we reached our house my brother and I drank a lot of water. I ate two plates of dinner and Telford ate three. That evening we made a bargain never to go so far hunting by ourselves.

Vernon Peak
1976-5-18
Belmopan Comprehensive School

BEST COPY AVAILABLE

Farming In Cayo

San Ignacio is in the Cayo District. My Uncle Oriole has a farm there. He raises cows, and pigs, and chickens. He grows fruit and vegetables. On weekends I go to work with my uncle. I feed the pigs and chickens. I help with the planting, watering and weeding. My uncle's crops include cucumbers, carrots, watermelon, beans, coco, plantain and tomatoes. I feel on top of the world when I am helping with my uncle's crops.

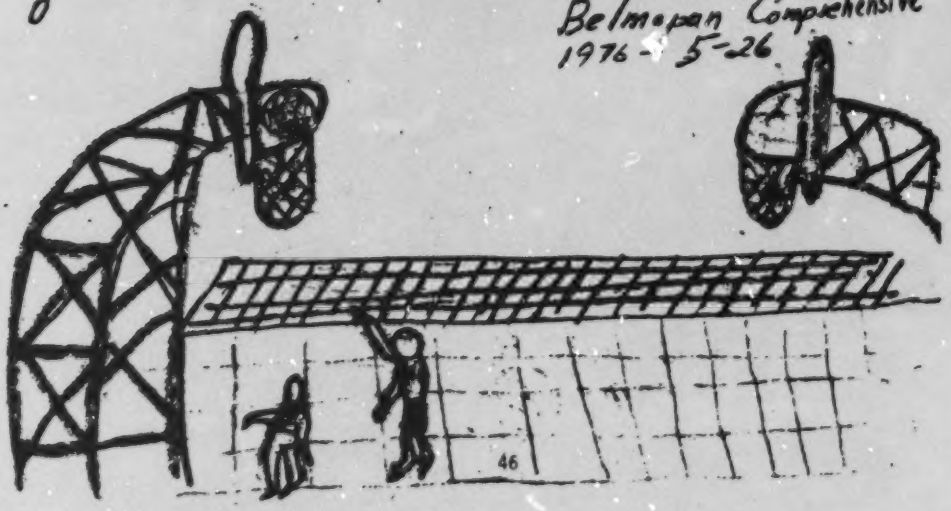
Anthony Latiff
1976-5-19

BEST COPY AVAILABLE

The Belmopan Basketball Team

On Monday, May 24, the Belmopan Comprehensive School basketball team played Belize City's Charger team here in Belmopan. Belmopan plays good basketball. They practice daily and they are especially good in passes. Evan Brown was the top scoring player. Belmopan Comprehensive defeated Charger 35 to 30. The Belmopan boys were very proud of this game.

William Jones
Belmopan Comprehensive
1976 - 5 - 26.



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Belize Proves It's Agricultural Potential

Every year the Belize Agricultural Show is held in Belmopan at the National Agricultural Show Grounds. At the Show Grounds there are many stalls. Some stalls have fruits such as oranges, grapefruit, melons, which are grown locally. Farmers display crops they have harvested such as corn, beans, rice, sugar cane, sorgum, yams, coconuts, bananas, coco, plantain. Livestock such as cattle, pigs, chickens, rabbits were proudly shown by their owners. The Belize Fisheries showed products of our sea.

It has been said that Belize has the potential to feed all of Central America. This year's Agricultural Show seems to prove that this is true.

Ernest Mossiah
1976-6-14

BEST COPY AVAILABLE

My Family

When I lived in Guatamala I spoke only Carib.

My mother and father taught us to speak Spanish.

Life for me in Guatamala was happy.

I have been living in Belize seven years.

Our family is happy living in Belize.

Carlos Sandoval

1976-2-24

Belmopan Comprehensive School

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Our Be SEven Teh Cra

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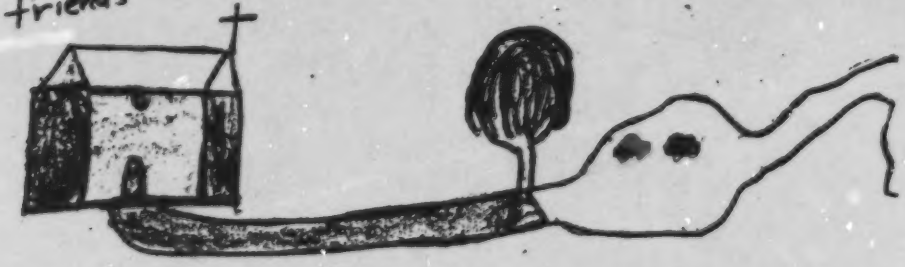

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Dos Casas Alegres

Mi familia en mi casa es muy alegre, y son muy buenos conmigo. En mi familia somos cinco y nos gustan reunirnos con nuestros papas en la sala. Reunirnos para cenar. Comemos huevos, frijoles, arroz, pan.

En mi familia hay mi mama, mi papa, mi hermano Walter, y mi hermana Carolina

Aqui en Belize estoy muy contento con mis hermanos primos y mis tios.

Francisco Burns
1976-3-30
Belmopan Comprehensive School

Two Happy Homes

My family is very happy at home and they are very good to me. In my family we are five and we enjoy being together with our parents in the living room. We are together for supper. We eat beans, eggs, rice, bread.

In my family there are my mother, my father my brother Walter and my sister Caroline.

Here in Belize I am very happy with my cousins and my aunt and uncle.

BEST COPY AVAILABLE

Placentia Is Near the Beach Side

When I lived in Placencia
I went to school every day
After school I had a job
doing chores for Miss Baby Lou.
My chores were to go and catch
fish, and bring sand from the beach
side. Mornings I used to go
down to the bridge, and catch
fish for my mother. In the
evenings my friends Dean, and
Li'l Body, and I would go into the
bush and shoot fowl with sling
shots. These we would cook and eat.

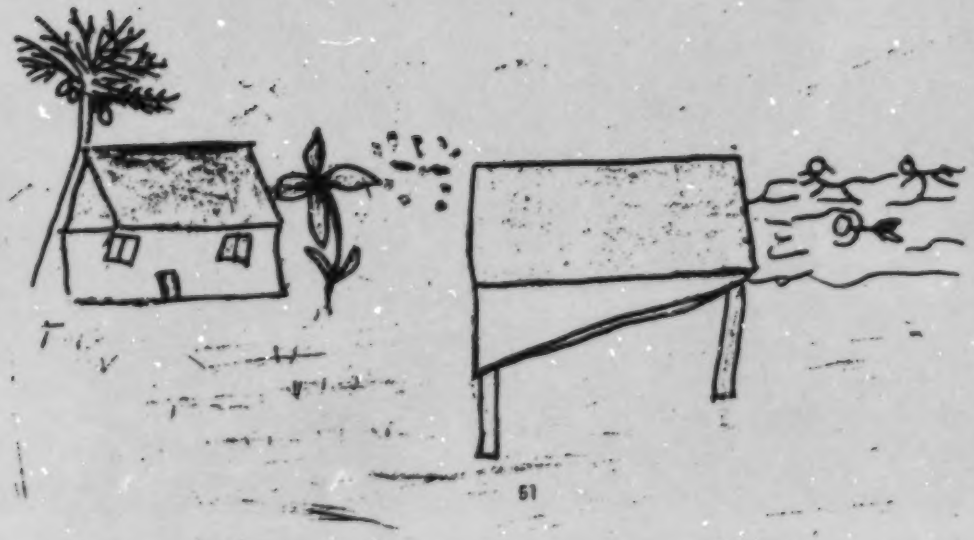
Elsworth Brown
1976-4-2
Belmopan Comprehensive School

BEST COPY AVAILABLE

Holidays Means Visiting People.

The thought of holidays makes me feel happy. In holiday times I visit my friends in Camalote and Teakettle. Holidays means going to fairs, bathing, going on picnics. Sometimes we visit a farm on Hummingbird Highway. There we see cows, horses, pigs, chickens. We go swimming at Mile Thirty-six. Our Easter Holidays begin next Friday. I am going to play for two weeks.

James Burgess
1976-4-1
Belmopan Comprehensive School



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Farming In The Bush

On my farm I have planted corn, beans, cucumber and sweet corn. On Saturdays and Sundays I go to the farm and clean around the beans. I water my plants with water I carry from the creek Sometimes my friends, like Carlos, come and work along with me. Sometimes Carlos, Elswirth, Ralph and I work together selling. I share profits with my friends. who work with me.

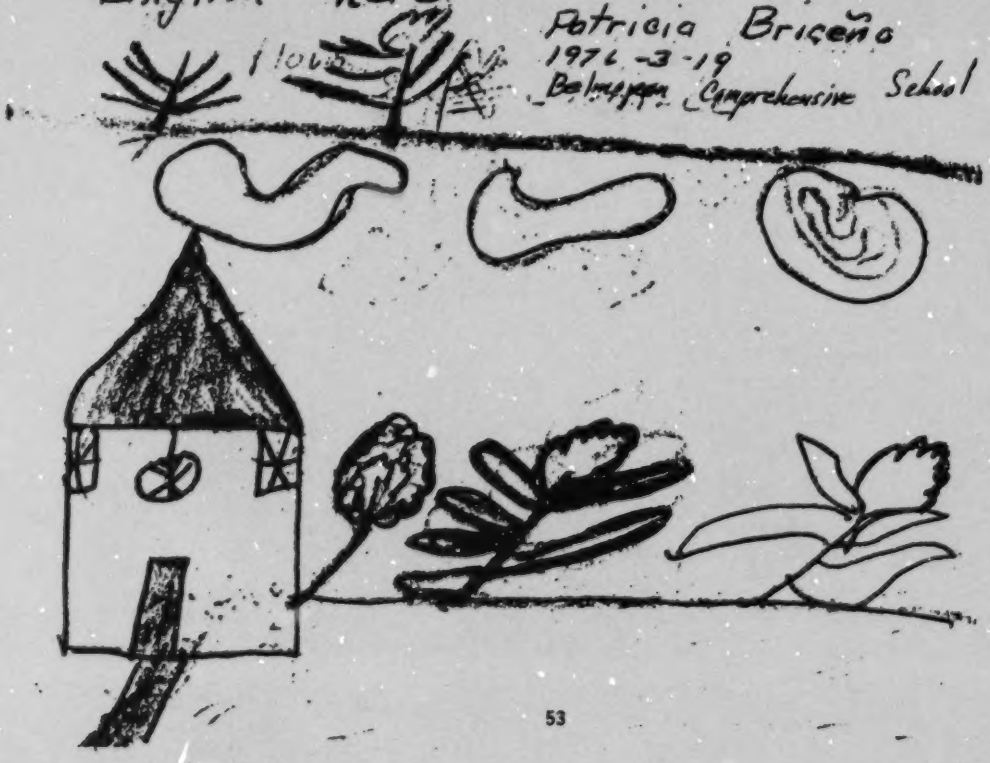
Francis Martinez
1976-3-26
Belmopan Comprehensive School

52 The Corn house

BEST COPY AVAILABLE

I Speak Maya, Ketchi, Spanish and English

I was born in Orange Walk.
My mother and all of us were there.
Then my mother become ill.
My father took her to Merida, but the doctor couldn't attend to her.
She and my father and my brother went to Belize City, and she died there.
In Orange Walk we spoke only Maya, Ketchi and Spanish.
Mrs. Perez taught me to speak English here.



Patricia Briceño
1976-3-19
Belmopan Comprehensive School

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Our Farm

When I lived with my family in Honduras we worked a farm.

I was hoppy living in Honduras because I took care of animals and rode horses.

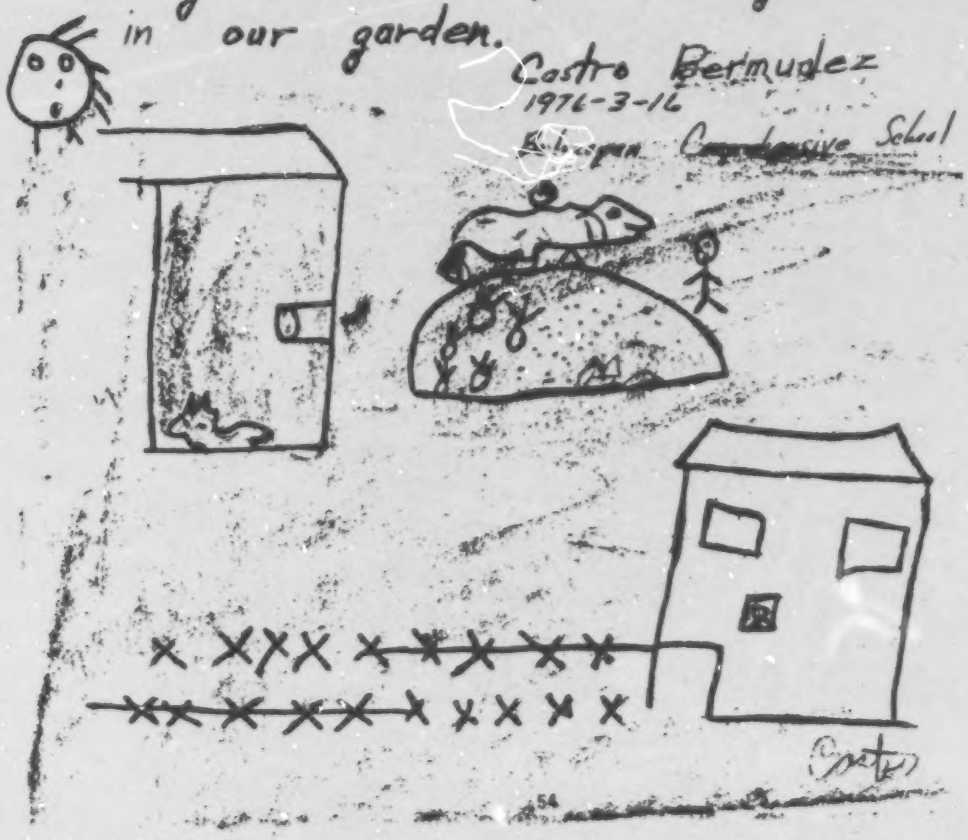
I fed the cows, and rabbits, and gave them water.

Our farmhouse in Honduras was comfortable.

It was made of wood.

We grew flowers, and vegetables in our garden.

Castro Bermudez
1976-3-16
[illegible] Comprehensive School



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Gardening For My Family

There is a garden behind our house. At the beginning of the season I get my seeds together. My family likes best lettuce, carrots, mustard, cucumber and spinach. My father and I work the garden. When my mother needs lettuce or other vegetables, I am happy when they are ready in the garden. I know that my mother will prepare a delicious meal

Ralph Flores
1976-3-12
Belmopan Comprehensive School

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Raising Rabbits In Belize

There is a little house outside in my yard.

It is made out of wood, and zinc and wire.

It is a rabbit house.

Mr. Dieterly got me rabbits from the United States.

I went to the airport to get the rabbits, and when they landed I was so happy.

Yolanda Mc Coy
1976-3-8
Belmopan Comprehensive School

BEST COPY AVAILABLE

I Cook For My Family

In my family we all like
to cook.

My mother cooks, my sisters cook,
and I cook, too

I make powder bun, eggs, chicken
chips and rumpopo

It is a happy time when
our family eats together.

We talk, and laugh, and enjoy
good food.

Gilroy Middleton
1976-3-2
Belmopan Comprehensive School

BEST COPY AVAILABLE

Second Year

I'm Going to the United States

My mother and father have lived in Belize City for forty-three years. My mother went to the United States in February of this year to work. She is a nurse. I plan to go to the United States to live with her next year. My father is in the Army in California.

When I get to the United States I will go to school. I am fourteen years old. After school I would like to have a job in a garage. I want to work as a mechanic on vehicles: buses, trucks, cars.

Belmopan Comprehensive School

Armando Guerrero
1976-5-12

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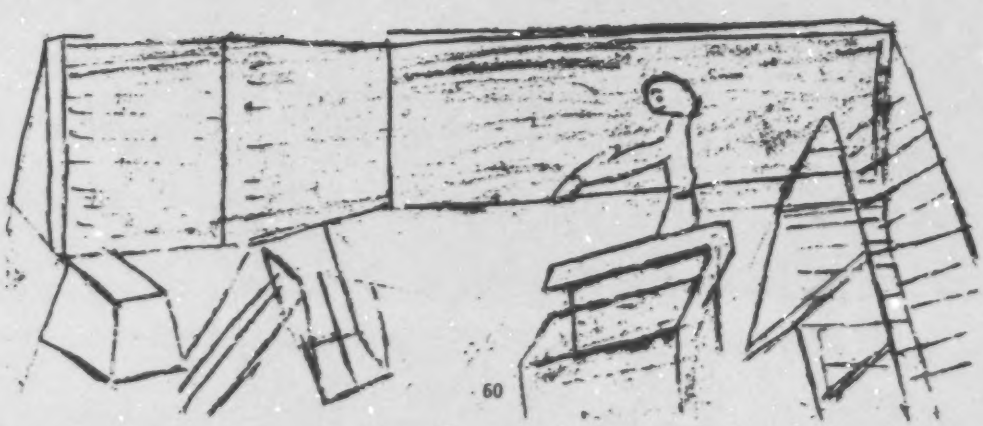
Learning Woodworking Skills

In Mr Sosa's woodworking class I was making a box. I was working with mahogany. I was working fast to get my box ready for the exhibition, and somebody broke it. I felt discouraged. I know Mr. Sosa was discouraged, too. I don't want this experience to keep me from learning woodworking skills, so I plan to start making an ironing table.

Ervin Cadle
1976-5-6



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The Culture of Merida, Mexico

At Christmastime I went to Merida with my father because he needed an operation We took the road from Belize City to Corozal, then to Chetumal and Merida. There was a lot of traffic on the road at that time, trucks and cars. The parts of Merida that I saw were beautiful. The market there had a lot of fruits and vegetables. The vegetable stalls are in long lines. You hear the sound of Spanish spoken everywhere. The Mexican people in Merida's market sell things that are hand-crafted, such as pottery and hammocks.

Dennis Bradley
1976-5-7

BEST COPY AVAILABLE

Household Arts At Belmopan Comprehensive School

In First Year Four I learned to cook. I can make doughnuts, orange- cheese- straw cake, lemon pie, sweet potato pone, powder bun, banana chocolate fudge. I still have cooking with Mrs. Harris. When I cook something, my parents and I enjoy eating it.

With Mrs. Buckner I learned to sew a skirt. It is red and white broad-cloth. I have learned to make a blouse, and next term we are going to make pants. I learned to sew a toy frog. Cooking and sewing is important to me.

Charlotte Middleton
1976-4-1
Belmopan Comprehensive School

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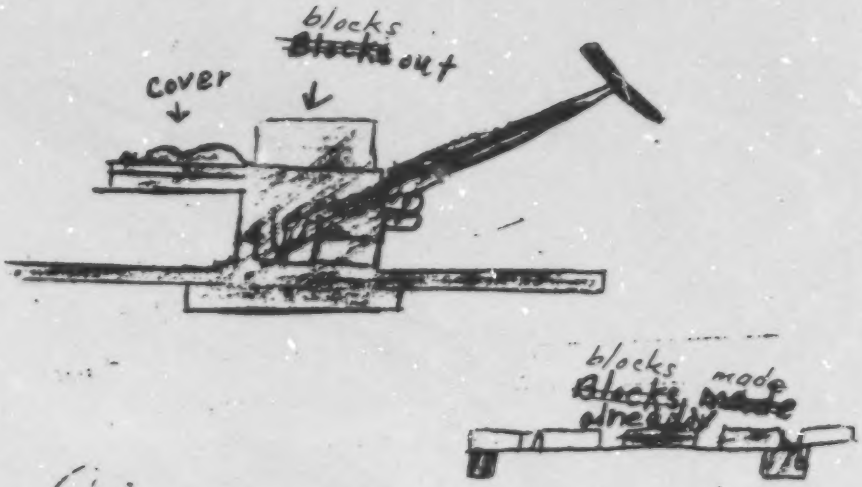
Making Cement Blocks

From my father I learned how to make cement blocks. At first I didn't want to give time to this kind of work. I wanted to play instead. When I found out how good it was to make cement blocks I wanted to make them every afternoon. To make these blocks we use white sand, clay, a bucket of cement and a bucket of water. This mixture is pressed in a mold, then taken out to dry. We leave them until we are ready to use them.

José Sosa
1976-3-31
Belmopan Comprehensive School



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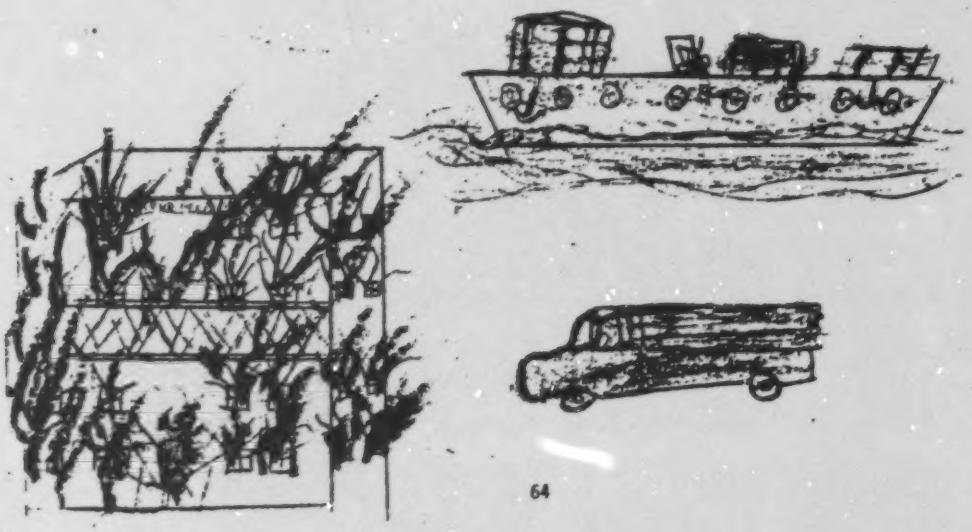
A Part of My Life

I am a native of Guatemala City. My family is bilingual Spanish/English. My parents brought me to Cayo when I was one year old. In Cayo life was good. We lived among our relatives. Then we moved to Orange Walk. There I remember the cane trucks passing, loaded with cane, and one incident especially, stays in my memory: the fire in the Nuevo M. Amor hotel. I have been living in Belmopan six years.

Idelfonzo Valdez
1976-3-25



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Dangriga, A Carib Town

When I was young I lived in Dangriga.
Dangriga seems like a pretty place to me because of the people who live there.
When I go to Dangriga, I travel with my sister on the bus.
In Dangriga we stay with my Aunt Janice.
When I am there, I love to go to a Carib dance.

Bernadette Lopez
1976-3-18

Keimo Nūma! Ayo! Ayo!
Weibuga buma!
-Weibugā Dangriga!

BEST COPY AVAILABLE

Farming Is Important In The Development Of Belize

My family has a farm. We have animals, and a large vegetable garden. We have cattle, geese, horses, ducks, chickens, turkeys, guinea hens, pigs, dogs, cats, and rabbits.

In our garden we grow lettuce, tomatoes, peppers, cabbage, carrots, coco, radishes.

My father taught me to do work on the farm. Farming is satisfying and important work.

Leonel Tzul
1976-3-10
Belmopan Comprehensive School

BEST COPY AVAILABLE

Living Our Life

In my family there are twelve of us.

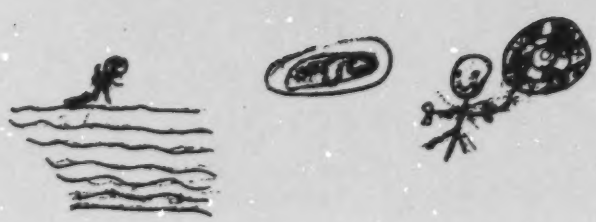
We are five girls and seven boys.

Things that we enjoy doing together are playing games, bathing in the sea, and going on trips.

We all like to cook.

Favorite things we make are ham with eggs, macaroni and cheese, and meat balls and sausages.

Phillipa Jeffords
1976-3-1
Belmont Comprehensive School



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Living In Germany

About two years ago my family, my mother, father, and four children went to Germany to live. My father is in the Army, and his regiment was sent there. We had been living in England. We came to Belize for a vacation. We returned to England, and from there we flew to Germany. Germany seemed like a very pretty country to me. We went to school at the Army Base. My first German friend lived across the street from us. I began to learn German from her.

Cindy Paxton
February 19, 1976
Belmopan Comprehensive School

BEST COPY AVAILABLE

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Third Year

Candy Making

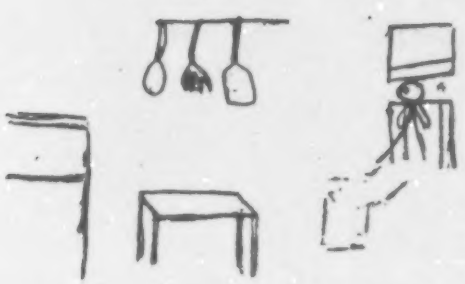
Fudge is something I make well. The ingredients I use are:

- a tin of condensed milk
- 1 pound of white sugar
- a pack of raisins
- ½ cup of peanuts
- 1 teaspoon of vanilla
- 1 tablespoon butter

Method

In a saucepan mix the milk, and sugar, and butter, and stir until brown. Then add peanuts, raisins, vanilla. Drop a small amount of this into a cup of cold water. If it forms a ball, it is ready to pour into a greased pan to set.

Therese Middleton
1976-6-7



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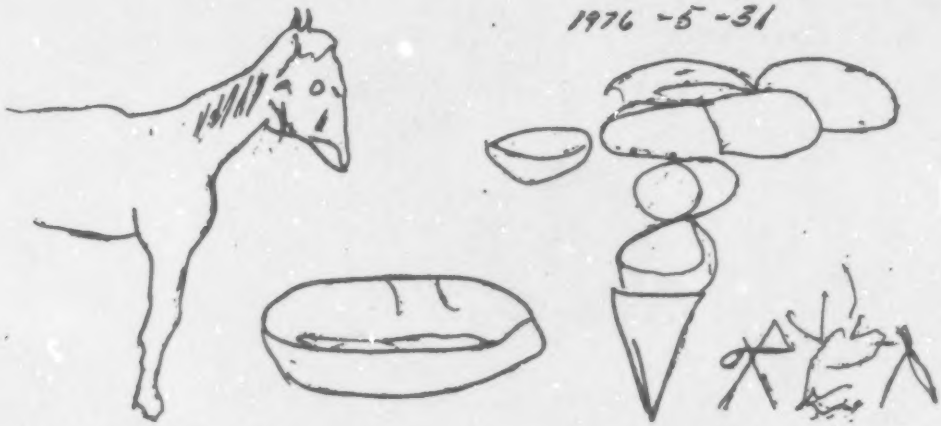
Belize Agricultural Show In Belmopan

At the Agricultural Show grounds you can see displays of livestock, and crops that are raised in Belize. There are things on sale such as tomales, watermelon, snow-cones, barbequed rabbit and hot dogs. On Monday they had the rodeo, the greased pole contest, coconut husking, and a watermelon contest. There was no end to the dancing.

Rose Garbutt
Comprehensive School
1976-5-31



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Belize Village Life

Roaring Creek on the Western Highway is the village that I live in. It's name came from the small river that runs through it. It is interesting for the many kinds of trees it has, guava, coconut, cashew, bukut, plum, cocoa, cahuane, breadfruit, supa and custard apple. The fruit from these trees is sold in the market. In the village we use these fruits to make guava jelly, coconut oil, wine from cashew, juice from bukut and stew from supa. Village life is calm. We have activities such as dancing, horseback riding and cattle herding. We are within walking distance of the river for bathing, yet it is easy enough to get to the city when we want to.

Belmopan Comprehensive School

Gloria Bennett
1976-5-12

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Caribs Are An Ethnic Group of Belize

Dangriga is on the shore of Belize. I go there to bathe in the Coribbean. I am a Carib and Dangriga has a large Carib settlement. It is noted for citrus crops, bananas, cassava, yams, coco. Among typical foods are fou fou, boil-up and cassava bread. Caribs make starch from cassava. They handcraft baskets.

Dangriga is another name for Stann Creek. I like to be in Dangriga November 19 for Carib Settlement Day. It is our great annual celebration.

Marilyn Lewis
776-5-26
Belmopan Comprehensive

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Rivera At Roaring Creek

In Roaring Creek there is a river where we go swimming every Sunday.

Roaring Creek is a village one-half mile from Belmopan, walking West.

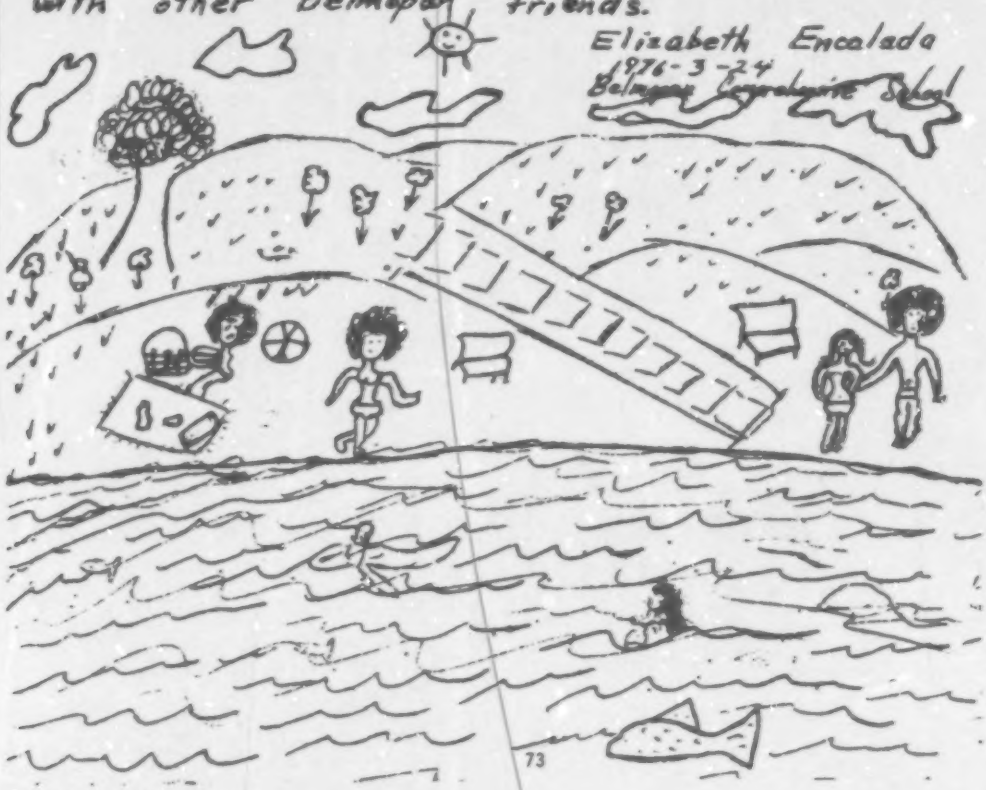
I usually go with Shirlene, Gloria, and Barbara.

We make our plans early Sunday morning.

We leave the house about 8:00 a.m., wearing our swimsuits and carrying a snack of sandwiches, biscuits and a soft drink.

We spend the day at the Rivera with other Belmopan friends.

Elizabeth Encalada
1976-3-24
Belmopan Comprehensive School



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Youth Fashions In Belize 1976

The youth in Belize have many different styles of dress. The great variety of styles can be seen at Field Day, or at Birds Isle when there is a dance. Favorite styles for boys are bell-bottom pants and three quarter jeans, tank-type shirts, a jeans hat, necklaces of axes, beads, beans, semi-precious stones, black coral and bracelets of ox bill shell.

I like to see girls wearing midi-skirts or dresses or three quarter pants made out of blue denim or jersey. I like afro hairstyles, and eleganza shoes. There are shoes with a high platform. I think kerchiefs are especially interesting for the different ways they can be worn. I like girls in earrings, rings, bangles and chokers.

Arturo Arnold
1976-5-5

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74

Dressmaking Skills

For four years I have been studying dressmaking at the Comprehensive School with Mrs. Bucknor, and Mrs. Hunter. Now I am in the process of making a pair of blue denim pants. Saturday, I went to Queen Street in Belize City, to buy the denim at the shop of Simon Quan. Mrs. Bucknor showed me how to cut the cloth from a paper pattern. It pleases me to learn dressmaking skills. Now I do not have to depend on others to make my clothing.

Dianne Perez
1976-4-7
Belmopan Comprehensive School

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A Poultry Raising Project In Belmopan

In January of this year I started raising chickens. First I built a house of wood and thatch. I got the wood at Forestry and I went into the bush for the thatch. I put wire around the sides of the coop and at the top, too. I got twenty-five chickens to start with. They were small and yellow. I fed them a mash of ground corn and concentrate, and they need water which should be changed every evening. The chicken house was equipped with a light for warmth. Since January they have grown from small yellow to medium-sized brown.

Michael Bevans
1976-3-31
Belmopan Comprehensive School

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A Belizean Bread

Now and then I make Creole bread.

I get the ingredients together.

I must have: coconut milk, lard, flour, yeast, salt and sugar.

I grate the coconut, pour warm water over it, and squeeze out the coconut milk.

I put the yeast to set, I sift the flour and add sugar, salt, lard, the yeast and the coconut milk.

I mix these, knead the dough and set it aside to rise.

After a time I punch the dough down, shape it into loaves, and set it to rise again.

I bake it in a 350° oven for two hours Baking bread gives me a good feeling.

Jennifer Jones
1974-3-17
Belmopan Comprehensive School

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A Skill That Interests Me

Acrobatics and callisthenics interest me very much. I first became interested in this kind of thing when I saw boys practicing it in a sawdust field in Belize City. When I got to Belmopan, I began to practice in the ball field. Some other boys joined me for the exercises and I began to collect equipment. We work out in my yard now, on a springboard.

Michael Navarrete
1976-3-10
Belmopan Comprehensive School

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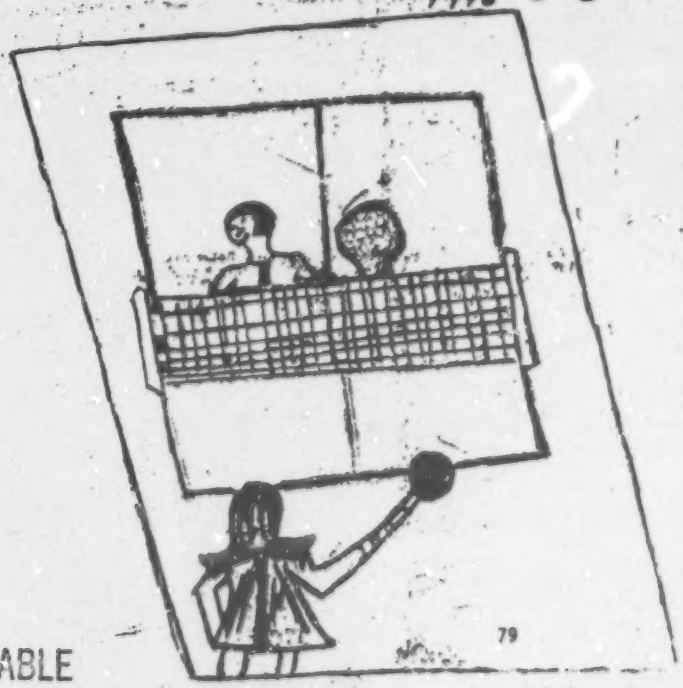
The Game I Like Best

The tennis courts in Belmopan are near the Club.
I learned to play tennis last year.
Mrs. [redacted]
Tennis is a good game.
I enjoy it so much I play four times a week.

Shirlene Johnson
1976-3-3



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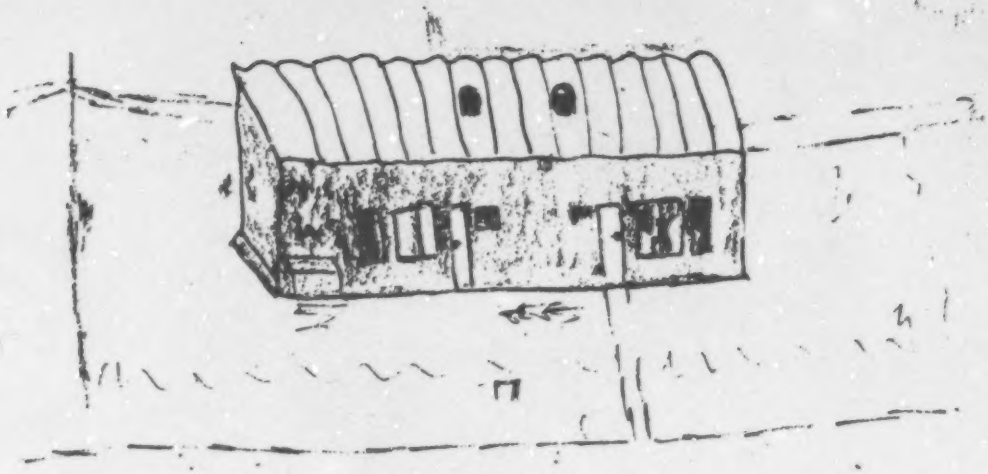
Adult

My Family - Belmopan

We came here about two years ago. We're trying to get our yard together. Last year I started to plant some corn. This year I started to plant some coco and plantain. Coco is a plant. The part that you eat grows under the ground.

Adult
1976-1-21



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Belize, Central America

Belize is a nice place. Especially if you have a nice job, or have money. There are nice places to go. You can go to the sea or go hunting. It's good to be a Belizean. You can go where you want, and no one will disturb you. You have freedom of speech. You can say what you think, or what you don't like.

Adult
1976-1-26

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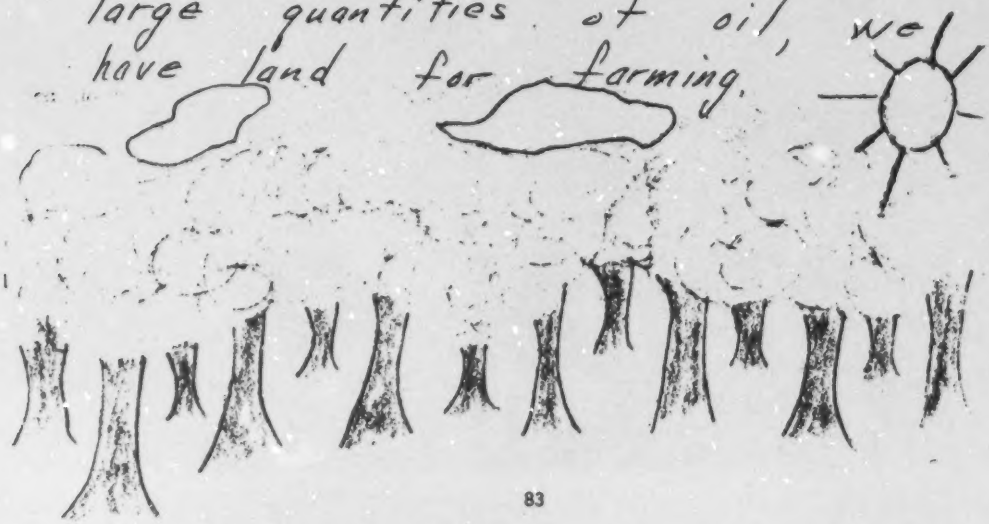
Belize (continued)

Belize has different water systems. Houses are supplied with water in different ways. Pipes carry water, and rain water is collected in vats.

Date ?

(cont'd)

Belize as a whole is a poor country, but many people don't realize what Belize has in the way of natural resources. Our neighbors Mexico, Guatamala, Honduras have natural resources such as oil. Although we do not have large quantities of oil, we have land for farming.



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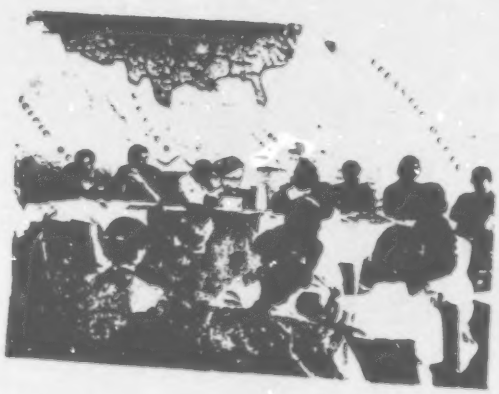
Independence of Belize

On February 9, representatives of Great Britain, and Guatemala, are going to meet in New Orleans for talks on the question of the independence of Belize. The Premier of Belize, George Price, will be present at the talks.

Adult
1976-2-2



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Races of People in Belize

Our country has different races of people. There are seven. The three races now with the largest populations are Creole, Spanish-speaking and Caribs. The Caribs came here a little over one-hundred years ago. They still have their own customs, their own dancing, their own foods that they like.

The Spanish-speaking have special customs, too. Around Christmes time they pray to Our Lady of Guadalupe. In November, in Cayo, they have a fiesta for the Niño Jesus. The fiesta lasts for nine days and after it they have a little get-together with tacos and tamales to eat.

Adult
1976-1-28

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Races of People in Belize (cont'd)

Creoles are mostly dark They have a different way of speaking. They speak Creole. Creole comes from a combination of African dialects and English.

Adult
1976-2-3

(cont'd)

Creoles like ballet, and opera and plays... They mostly like foods like rice and beans, boil-up, plantain, coco, pigtail

1976-2-4

(cont'd)

As a Creole child I was used to associating with all kinds of people. It didn't matter who the kid was, as long as he was decent, and nice. Most people in Belize bring up their children in that way. 1976-2-10

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Races of People in Belize (cont'd)

My one brother and five sisters were different from me in a lot of ways.

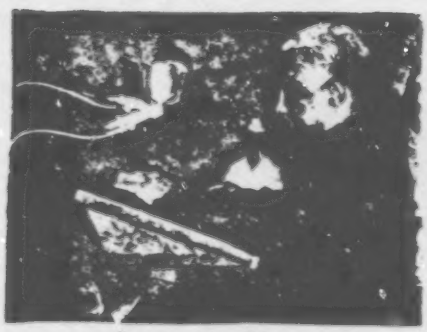
1976-2-10

As a boy I had to work to help my mother. One of my jobs was to go out to the bush to cut wood

1976-2-11

Carib

Maya



Creole 87

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Our Children

I have some nice little children. Each one is different. Each one has his own ways. Our children are Anthony, Josephine, Barbara, Patrick, Albert, Dawn, Gerald and Robert. Anthony likes to study, Barbara is a chatterbox, Dawn likes cooking, Josephine is a reader, Robert plays football, Patrick plays ball and helps his mother. Albert and Gerald, our youngest children stay in Belize City with their Granny.

Adult
1976-3-25

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Milpa Farming In Belize

It is getting to be the end of the dry in Belize. This means it is time to cut and burn the milpas. When it's raw bush you underbrush, then fall. When the milpa has been used, the bush must be cut with a machete and left for one week to dry. Then it is burned. I start my fire at midday when the dew has dried. On my milpa burning takes about half an hour. This milpa is about fourteen task. A task measures 25 yards by 25 yards.

Adult
1976-5-10

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Three Years In New York

In 1970 I went to the United States, to New York City. I had never been outside Belize. I had heard about New York and I wanted to see what it was like. I went by plane from here to Miami; then on to New York. My cousin George Lawrence lives there and I stayed with him for three years. I worked while I was there in a machine factory on 23rd Street.

Adult
1976-5-18

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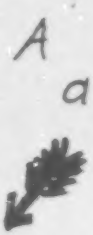

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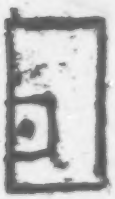

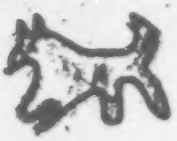

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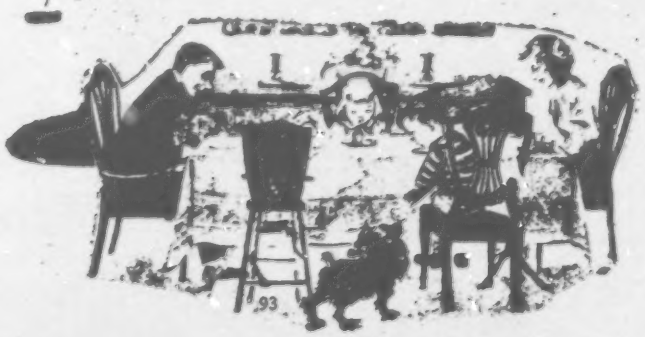

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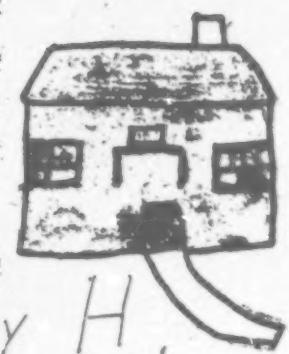

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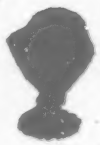

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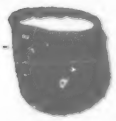

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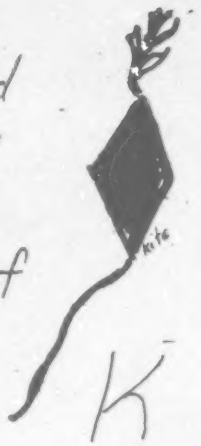

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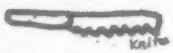

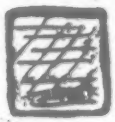

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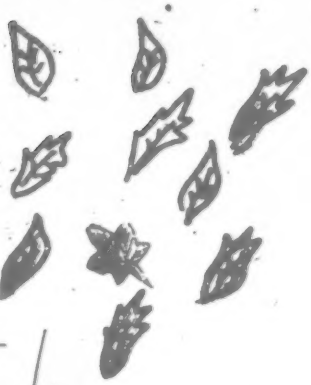

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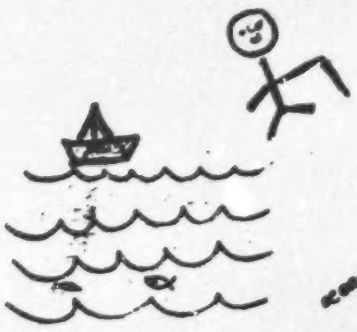

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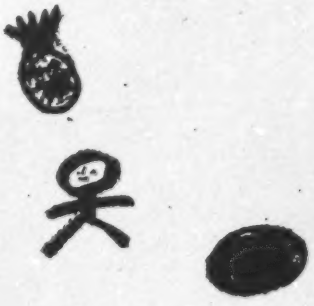

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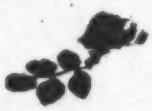

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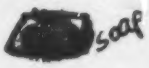

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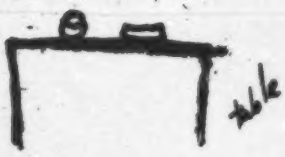

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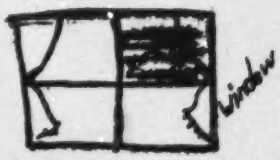

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Building New Words

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wake		
fake		
sake		
cook	day	feed
book	way	weed
look	may	need
took	hay	deed
hook	pay	seed
fish	good	let
dish	wood	wet
wish	hood	met
		bet
like	lunch	money
bike	hunch	honey
hike	bunch	
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took	will	yard
hook	bill	hard
book	fill	card
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rake _eke like stoke duke
stale _ele file mole rule
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pane _ene fine tone tune
_cape _epe. ripe hope dupe
plate __ete kite note flute

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jam hem slim Tom gum
fan ten pin Don fun
map step flip drop cup
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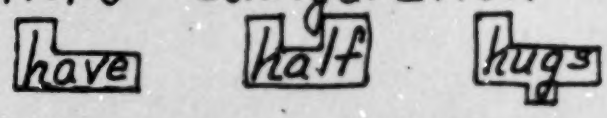
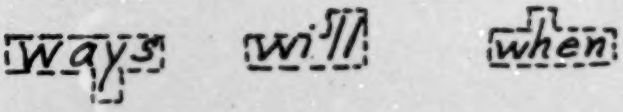
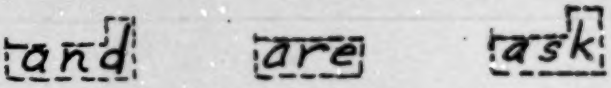
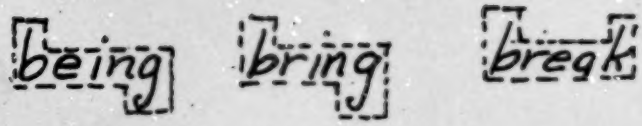
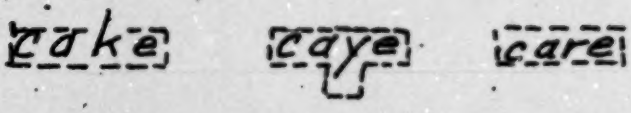
Word Configuration

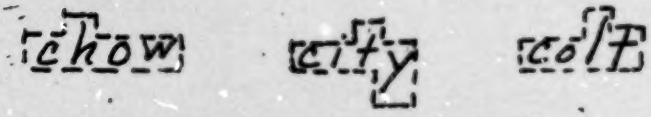


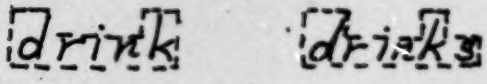


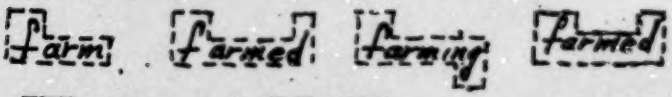


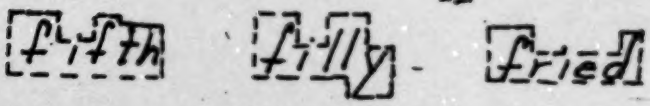












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Story Vocabulary Used in Different Context

Syria and Lebanon are Arabic countries.

Belmopan is the capital of Belize.

We get bananas from a tree in our yard.

You can see the cayes from the shore of Belize.

Chetumal is at the border of Mexico.

Conch fritters are a favorite Belizean food.

Corn, okra, cucumbers are among the local crops.

Belize was a British colony and has many English customs.

There are places in Belize where you can cross a river on a ferry.

For some people mangoes and carrots are similar in taste.

They sell jam, cheese, eggs, chickens, milk, vegetables at the Mennonite store in Belize City.

Elvira's and Espats sell many things, including sweets.

In Belize rice is grown in a milpa setting.

There are many Spanish-speaking Belizeans.

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Writing Lessons

a b c d e f g h i j k l m n o p q
r s t u v w x y z

A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

a b c d e f g h i
j k l m n o p q
r s t u v w x y z

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

1 2 3 4 5 6 7 8 9 0

a	A	ar	Ar
a	A	ar	Ar
a	A	ar	Ar
an	An	and	And
am	Am	and	And
am	Am	and	And
2	2	2	2
2	2	2	2
2	2	2	2
b	B	b	B
b	B	b	B
b	B	b	B
bake	Bake	bake	Bake
bake	Bake	bake	Bake
bake	Bake	bake	Bake

Name

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Since 1961 when the Peace Corps was created, more than 80,000 U.S. citizens have served as Volunteers in developing countries, living and working among the people of the Third World as colleagues and co-workers. Today 6000 PCVs are involved in programs designed to help strengthen local capacity to address such fundamental concerns as food production, water supply, energy development, nutrition and health education and reforestation.

Loret Miller Ruppe, Director
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